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ABSTRACT

This paper concerns languages for career training at the post-secondary level, with implications for FLES and secondary programs. The student desirous of utilizing a foreign language in a career other than literature and linguistics has very limited opportunity for adequate training in college. The job market for literature majors is, and will remain, depressed. A study by Olympus Research Corporation indicates promising job possibilities in government and industry. Needs analysis indicates that priority languages for business and industry are: (1) Spanish, (2) French, (3) German, (4) Portuguese, and (5) Italian. Cross-training is in demand for: (1) business administration/management, (2) marketing/sales, (3) engineering, (4) secretarial and (5) finance. Various government positions also require language skills. Colleges must break with tradition to accept languages for non-humanities applications. Language Departments must team with other academic specialties to provide relevant programs, with priority assigned according to job demand and local resources. Non-academic resources in government, business and industry should be utilized in implementing such cooperative cross-training in language and other disciplines. (Author/CLK)

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LANGUAGES FOR THE WORLD OF WORK: IMPLICATIONS OF A RECENT STUDY*

BY

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OLYMPUS RESEARCH CORPORATION

AT

THE SESSION ON THE
PROFESSIONALIZATION OF LANGUAGES

CONVENTION OF THE
AMERICAN COUNCIL FOR THE TEACHING OF FOREIGN LANGUAGES
WASHINGTON, D. C.
NOVEMBER 29, 1975

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ABSTRACT

This paper concerns languages for career training at the post-secondary level, but has implications for FLES and secondary programs. The student desirous of utilizing FL in a career other than literature and linguistics has very limited opportunity for adequate training in a college setting. Present job market for literature majors is depressed and will continue to be so.

Study by Olympus Research Corporation indicates promising job possibilities in government and industry. Needs analysis indicates primary world languages in order of priority for business and industry are perceived by business /industry respondents to be: (1) Spanish, (2) French, (3) German, (4) Portuguese and (5) Italian. Cross training fields perceived to be most in demand are (1) business administration/management, (2) marketing/sales, (3) engineering, (4) secretarial and (5) finance. Significant jobs exist in government positions in various agencies requiring language.

Advising students of alternatives to literature is of prime importance and raises ethical issues if colleges do not provide alternatives, particularly if they use the job situation as an excuse to "wash out" or discourage students from language study.

Colleges must break with tradition to accept languages for non-humanities applications. Language Departments must team with other academic specialties to provide relevant programs but should not attempt to integrate all possible combinations. Priority should be given in accordance with job demand and local resources. Non-academic resources of government, business and industry should be utilized by colleges in implementing cooperative cross-training in language and other disciplines.

THE PURPOSE OF THIS PAPER IS TO DISCUSS AND SHARE WITH THE LANGUAGE PROFESSION A SEGMENT OF A RECENTLY CONCLUDED STUDY ENTITLED "LANGUAGES FOR THE WORLD OF WORK" (LWOW). IT WAS MENTIONED EARLIER THAT MR. (LEROY) WALSER WHO HAS PRECEDED ME THIS MORNING HAS HELD A "VARIETY OF POSTS AT THE UNITED STATES OFFICE OF EDUCATION." ONE OF THE POSTS HE HELD PRIOR TO HIS PRESENT ASSIGNMENT WITH THE OFFICE OF BILINGUAL EDUCATION WITHIN OE WAS IN THE MANPOWER DEVELOPMENT AND TRAINING OFFICE, WHERE THE LANGUAGES FOR THE WORLD OF WORK STUDY WAS CONCEIVED AND FROM WHENCE IT RECEIVED FINANCIAL SUPPORT IN THE FORM OF A GRANT TO THE STATE DEPARTMENT OF EDUCATION OF THE STATE OF WYOMING. THE STATE OF WYOMING, IN TURN, SUB-CONTRACTED THE WHOLE OF THE STUDY TO OLYMPUS RESEARCH CORPORATION (ORC), SALT LAKE CITY, WHICH I REPRESENT THIS MORNING.

BY WAY OF REFERENCE TO THE STUDY ITSELF, RATHER THAN CITE SPECIFIC STATISTICS AND FINDINGS (EXCEPT FOR TWO EXCEPTIONS WHICH WILL BE NOTED LATER), I WILL PRESENT SOME OF THE SALIENT INFERENCES AND CONCLUSIONS WHICH ARE STRONGLY APPARENT WHEN CONSIDERING THE RESULTS OF THE STUDY AS A WHOLE.

IN A PRIOR SESSION, DR. ERNEST J. WILKINS, PROJECT DIRECTOR OF THIS STUDY, PRESENTED MUCH OF THE SPECIFIC DATA, BUT FOR THOSE WHO WERE NOT IN ATTENDANCE TO HEAR AND SEE THOSE FIGURES AND OBTAIN OTHER INFORMATION, LET ME ASSURE YOU THAT IT IS NOT ESSENTIAL FOR COMPREHENDING THE MATERIAL WHICH I WILL PRESENT THIS MORNING. NEITHER WILL THERE BE MUCH OVERLAP OR DUPLICATION OF WHAT HE PRESENTED.

I SHOULD LIKE TO SAY ALSO, THAT I APPRECIATE THE FRANKNESS, YOU MIGHT EVEN SAY THE BLUNT FRANKNESS WITH WHICH MY COLLEAGUES THIS MORNING, DR. (DIANA) BARTLEY AND MR. WALSER, HAVE SPOKEN. AS WE WOULD SAY IN SPANISH, "ÉSTOS ME DIERON ÁNIMO" TO SPEAK FORTHRIGHTLY ALSO ABOUT A MATTER WHICH MAY APPEAR AS AN INDICTMENT AND THEREFORE NOT TOO PLEASANT FOR THE PROFESSION IN GENERAL TO HEAR.

THIS PAPER ADDRESSES ITSELF TO THE PROBLEM OF LANGUAGES AND THE WORLD OF WORK AT THE POST-SECONDARY LEVEL, BUT THERE ARE MANY IMPLICATIONS IN THE ORC STUDY AND IN THIS DISCUSSION FOR FOREIGN LANGUAGE TEACHING AT THE ELEMENTARY AND SECONDARY LEVEL.

WE WILL CONCERN OURSELVES WITH THAT STUDENT WHO IS SERIOUSLY DESIROUS OF UTILIZING LANGUAGE IN HIS OR HER LIFE'S WORK AND ELIMINATE THOSE WHO MAY BE STUDYING FOR OTHER

PURPOSES AS BEING OUTSIDE THE SCOPE OF THE ORC STUDY AND IRRELEVANT TO OUR DISCUSSION HERE. THERE ARE OF COURSE, MANY STUDENTS WHO OUT OF NAIVE CURIOSITY PERHAPS, OR OUT OF PLAIN INTEREST WISH TO ENROLL IN A SEMESTER OR TWO OF GERMAN OR A COUPLE OF YEARS OF SPANISH, ALTHOUGH THEY DO NOT KNOW ALWAYS FOR WHAT PARTICULAR PURPOSES OTHER THAN PERHAPS AN EXPECTED SELF-SATISFACTION. FOR THE "DABBLERS" WE ASSUME THAT THEIR INTERESTS WILL CONTINUE TO BE SERVED SATISFACTORILY BY FOREIGN LANGUAGE DEPARTMENTS. BUT FOR THOSE WHOSE CAREER GOALS ARE DEPENDENT UPON LANGUAGES OR FOR WHOM CAREER ASPIRATIONS ARE CONSIDERABLY ENHANCED BY LANGUAGE SKILLS, WE SHALL RAISE SOME FUNDAMENTAL QUESTIONS ABOUT THE ADEQUACY OF THE CURRICULUM AND OF THE "SYSTEM" IN GENERAL AS IT TYPICALLY EXISTS ON THE CAMPUSES OF OUR UNIVERSITIES, COLLEGES, AND OTHER POST-SECONDARY INSTITUTIONS.

NOW WHEN WE CONSIDER ACADEMIA OR OTHER POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE LARGEST SENSE OF WHAT LANGUAGE TRAINING IS ALL ABOUT IN THE WORLD OF WORK, WE REALLY HAVE FIVE PARTIES OR GROUPS OF INDIVIDUALS WITH WHICH TO CONCERN OURSELVES. WE HAVE FIRST OF ALL THE STUDENTS (ELIMINATING THE "DABBLERS" AS MENTIONED). WE WILL CONSIDER THIS GROUP WITH THE ASSUMPTION THAT THEY ARE SEEKING AN EDUCATION AT THE COLLEGE, UNIVERSITY, OR TECHNICAL SCHOOL LEVEL PRIMARILY IN ORDER TO OBTAIN A MEANS OF EARNING A LIVELIHOOD. THIS IS TRUE NOTWITHSTANDING THE OTHER BENEFITS THAT NATURALLY ACCRUE SUCH

AS SOCIALIZATION AND CULTURALIZATION FACTORS.

WE SHALL ASSUME ALSO THAT OUR FIRST AND CENTRAL CONCERN IN THE PROFESSION OUGHT TO BE THE SERIOUS LANGUAGE STUDENT AND THAT THE DENOTATION OF "SERIOUS LANGUAGE STUDENT" IS NOT CONFINED TO LITERATURE AND LINGUISTICS MAJORS.

THE OTHER FOUR PARTIES OR GROUPS UNDER CONSIDERATION HERE ARE IN EFFECT RESOURCES FOR THE STUDENT TO UTILIZE TO ACHIEVE INTERMEDIATE AND TERMINAL GOALS. THESE RESOURCES THAT ARE AVAILABLE AND PROPERLY RELEVANT TO THE PROBLEM OF LANGUAGES AND THE WORLD OF WORK ARE NOT LIMITED TO ACADEMIA OR EDUCATIONAL INSTITUTIONS, THOUGH THEY ARE INCLUDED. THE RESOURCES TO THE STUDENT ARE:

1. THE INSTITUTIONAL LANGUAGE DEPARTMENT SUB-DIVIDED INTO SEPARATE LANGUAGES SUCH AS FRENCH, GERMAN, SPANISH, ITALIAN, AND SO ON

2. THE OTHER ACADEMIC DEPARTMENTS OR SCHOOL DIVISIONS SUCH AS MANAGEMENT, LAW, EDUCATION, SECRETARIAL TRAINING, BIOLOGY, POLITICAL SCIENCE, AND SO FORTH
3. THE GOVERNMENT AS A RESOURCE FOR PLACING A GRADUATE IN GOVERNMENT SERVICE CAREER PROFESSIONS

4. THE COMMUNITY OF BUSINESS AND INDUSTRY FOR PLACING A GRADUATE IN PROFESSIONAL OR OCCUPATIONAL POSITIONS.

TOGETHER THE GOVERNMENT AND BUSINESS/INDUSTRY OFFER THE LARGEST NUMBER OF JOB POSSIBILITIES WHERE LANGUAGE TRAINING MAY BE COMBINED WITH OTHER FIELDS OF STUDY OR WHERE LANGUAGE MAY SERVE AS A VITAL ADJUNCT SKILL TO A PROFESSION OR OCCUPATION.

AT THIS POINT I WOULD LIKE TO INJECT TWO OF THE SPECIFIC FINDINGS OF THE ORC STUDY. FROM THE BUSINESS AND INDUSTRY RESPONDENTS, THE ORDER IN WHICH LANGUAGES FOR THE WORLD OF WORK ARE NEEDED ARE: (1) SPANISH, (2) FRENCH, (3) GERMAN, (4) PORTUGUESE, AND (5) ITALIAN, WITH OTHER LANGUAGES FALLING RESPECTIVELY IN THIS ORDER, ARABIC, RUSSIAN, CHINESE, INDONESIAN, AND MISCELLANEOUS OTHER LANGUAGES. IT IS WORTH NOTING HOWEVER THAT A SUBSAMPLE OF BUSINESS AND INDUSTRY, THE FORTUNE 500 LIST OF THE 500 LARGEST U. S. CORPORATIONS [1] RATED THE LANGUAGES IN A SLIGHTLY DIFFERENT ORDER FOR THE FIRST

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1. "FORTUNE'S DIRECTORY OF THE 500 LARGEST INDUSTRIAL CORPORATIONS," FORTUNE, VOL. LXXXIX, NO. 5 (MAY 1974), P. 230.

FIVE, NAMELY: FIRST, SPANISH; SECOND, FRENCH; THIRD, PORTUGUESE; FOURTH, ITALIAN; AND FIFTH, GERMAN.

ABOVE INFORMATION COMES FROM FIG. 4 OF REPORT; REPRODUCED

ALONG WITH OTHER REPORT DATA AS APPENDIX TO THIS PAPER.

THE RESPONDENTS WERE ALSO ASKED TO IDENTIFY THE FIELDS OF STUDY TO ENHANCE EMPLOYABILITY AND MEET INTERNATIONAL NEEDS. THE RESULTS OF THIS RANKING ARE AS FOLLOWS:

REFER TO FOLLOWING PAGE (FIG. SEVEN FROM REPORT)

CONTINUED.....

Categories Marked	Number	Percent
Business Adm./Mgt.	423	71.69
Marketing/Sales	373	63.22
Engineering	283	47.97
Secretarial Skills	223	37.80
Finance	180	30.51
International Rel.	179	30.34
Accounting	163	27.63
Economics	111	18.81
Clerical Skills	102	17.29
Communications	90	15.25
Law	87	14.75
Public Relations	76	12.88
Advertising	66	11.19
Data Processing	60	10.17
Engl. Lang. Skills	58	9.83
Others	42	7.12
Civil Engin.	40	6.78
Journalism	32	5.42
Area Studies	30	5.08
Statistics	30	5.08
Psychology	29	4.92
Library Skills	29	4.92
Cultural Studies	19	3.22
Public Admin.	16	2.71
Sociology	16	2.71
Political Science	13	2.20
Fine Arts	7	1.19

Companies responding to one or more items: 590

Kendall's Coefficient of Concordance among Subgroups: .9400

Figure Seven: Business/Industry Ratings of College Majors Best Combined with Language Skills

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FROM DRAFT OF FINAL REPORT. ALSO REPRODUCED IN APPENDIX TO THIS PAPER.

THESE OBSERVATIONS ARE IN ORDER: SINCE THE RESPONDENTS WERE FROM BUSINESS AND INDUSTRY, IT SHOULD NOT BE TOO SURPRISING THAT BUSINESS ADMINISTRATION/MANAGEMENT AND MARKETING/SALESMANSHIP WERE RANKED NUMBER ONE AND TWO RESPECTIVELY. THESE WERE CHECKED BY OVER 71% OF THE RESPONDENTS IN THE CASE OF BUSINESS ADMINISTRATION/ MANAGEMENT AND OVER 63 PER CENT OF THE RESPONDENTS IN THE CASE OF MARKETING/SALESMANSHIP. AFTER THAT THERE IS A SHARP DROP OFF OF LESS THAN HALF (47%) CHECKING ENGINEERING AND 38% CHECKING SECRETARIAL SKILLS. AT THE BOTTOM END, IT MAY BE INTERESTING TO NOTE THAT FINE ARTS WAS CHECKED BY ONLY 1.19%, POLITICAL SCIENCE 2.20%, AND SOCIOLOGY 2.71%.

IN ONE SENSE WE MIGHT SAY THAT THESE TWO BITS OF DATA COMBINE TO FORM A NEEDS ANALYSIS IN RELATION TO THE QUESTION OF PRIORITIES IN BUSINESS AND INDUSTRY AS TO WHICH LANGUAGE IS MOST APPROPRIATE, (SPANISH), AND WHICH FIELDS OF STUDY ARE MOST IN DEMAND (BUSINESS/ADMINISTRATION/MANAGEMENT AND MARKETING/SALESMANSHIP).

WITH THAT INFORMATION AS BACKGROUND I WOULD NOW LIKE TO DISCUSS THE STATUS OF THE CAREER-BOUND FOREIGN LANGUAGE STUDENT AND EACH OF THE RESOURCES MENTIONED PREVIOUSLY.

THE STATUS OF THE STUDENT AT THE PRESENT TIME IS LARGELY ONE OF CONFUSION INSOFAR AS THE HUMANITIES ARE CONCERNED AND THE LEARNING OF FOREIGN LANGUAGES IN GENERAL. THAT IS, FREQUENTLY THEY ARE CONFUSED IF THEY ARE SERIOUSLY CONSIDERING FOREIGN LANGUAGES AS A CAREER OR PART OF THE CAREER PREPARATION. ANY TIME THERE IS CONFUSION ON THE SCALE THAT IT SEEMS TO EXIST AMONG STUDENT TODAY, IN TERMS OF WHAT LANGUAGES WILL DO FOR THEM IN THE FUTURE, IT IS TIME FOR THE LANGUAGE PROFESSION TO TAKE STOCK OF ITSELF, DEFINE AND CLARIFY THE PROBLEMS, AND RE-ASSUME LEADERSHIP AND GUIDANCE ROLES TOWARD THE STUDENT.

IF IT IS TRUE, AS SOME CONTEND, THAT THERE IS A WIDE DIVERSITY OF NEEDS--WIDE ENOUGH TO ACCOMODATE ANYTHING THAT A STUDENT HONORABLY CHOOSES TO DO IN LIFE TO GAIN A LIVING, THEN SOCIETY IN GENERAL, NOT THE TEACHERS, HAS LET THE STUDENT DOWN.

IF, ON THE OTHER HAND, THERE ARE REALITIES OF ECONOMICS, OF CHANGING TIMES, OF SHORTAGES OR OF OVERABUNDANCE, OF POPULATIONS SHIFTS, OF TECHNOLOGICAL DEMANDS, OF POLITICAL REALITIES, WHICH HAVE MADE CERTAIN PROFESSIONS OBSOLETE OR UNPROFITABLE, THEN WE PERPETUATE A GREAT DECEPTION TO ENCOURAGE A STUDENT TO ENTER SUCH A PROFESSION. THE WORD <u>OBSOLETE</u> MAY BE STRONG, BUT I AM USING IT HERE DELIBERATELY TO STRESS THE URGENCY OF THE SITUATION, BUT MEANING TO CONVEY THAT CERTAIN PROFESSIONAL SKILLS

ARE UNNEEDED, UNMARKETABLE, NOT NECESSARILY UNWANTED.

ONE ONLY NEEDS TO MAKE THE POINT MORE CLEARLY BY RECALLING THAT OLD CLICHE ABOUT THE BUGGY WHIP. IF THERE IS NO MARKET FOR BUGGY WHIPS, THERE AREN'T ANY FACTORIES FOR BUGGY WHIPS. SINCE THERE AREN'T ANY FACTORIES FOR BUGGY WHIPS THERE ISN'T ANY NEED TO TEACH BUGGY WHIP MAKING ON CAMPUS, NOTWITHSTANDING THE EXISTENCE OF MASTER CRAFTSMEN CAPABLE OF MAKING VERY BEAUTIFUL BUGGY WHIPS INDEED AND TEACHING THEIR CRAFT TO OTHERS.

IF CONTINUALLY WE ARE ENCOURAGING AN OVERSUPPLY OF PH.D'S, OR EVEN M.A.'S OR B.A.'S, IN THE SPECIALTIES FOR WHICH THERE ARE NO VALID JOB OFFERINGS, SOMEONE OR SOME GROUP, VERY CLOSE TO THE REALM OF OUR INFLUENCE, MAYBE COUNSELORS, COLLEGE ADMINISTRATORS, DEPARTMENT CHAIRMEN, FELLOW PROFESSORS, STUDENT ADVISORS (MAYBE EVEN OURSELVES???) ARE PERPETRATING A GREAT FRAUD UPON THE STUDENT THAT IS BOTH IMMORAL AND UNETHICAL.

SO IT SEEMS TO ME THAT THE FIRST ORDER OF BUSINESS IS TO TELL THE STUDENT CANDIDLY AND FRANKLY HOW IT IS. HE OR SHE SHOULD HAVE AN HONEST ASSESSMENT AND PROPER GUIDANCE IF IT IS CLEAR THAT THERE ARE GOING TO BE 250 PEOPLE COMPETING FOR 25 JOBS A FEW YEARS (OR MAYBE THIS SPRING?) DOWN THE ROAD. THIS IS NOT TO SAY THAT HE OR SHE MAY NOT BE ONE OF THOSE FORTUNATE 25 SUCCESSFUL APPLICANTS, BUT THE STUDENT SHOULD CLEARLY KNOW WHAT THE RISKS ARE, WHAT IS EXPECTED AND WHAT HIS OR HER PERSONAL OR POTENTIAL COMPETENCIES ARE IN RELATION TO THE RISKS INVOLVED.

UNDOUBTEDLY GIFTED STUDENTS OR EVEN NOT SO GIFTED ONES OUGHT TO HAVE THE OPPORTUNITY FOR EXPOSURE TO LITERATURE AND TO LINGUISITICS. CERTAINLY THE ADVANCED STUDIES IN THESE FIELDS OUGHT NOT TO BE ELIMINATED NOR SHOULD THE OPPORTUNITY BE CURTAILED FOR A STUDENT TO PURSUE THESE STUDIES. BUT THE REALITIES OF THE EMPLOYABILITY OF THESE SPECIALISTS MUST BE RECOGNIZED. NOT ONLY MUST THE REALITIES BE RECOGNIZED BUT ALSO COMMUNICATED TO THE STUDENT EARLY ENOUGH IN HIS OR HER STUDY FAIRLY TO ALLOW FOR ADJUSTMENTS WHERE APPROPRIATE, IN CAREER GOALS.

DEPARTMENTS OF FOREIGN LANGUAGES AT THE UNIVERSITY LEVEL MAY DRIFT PERHAPS UNKNOWLINGLY, INTO RESPONSES AND PROGRAM MODIFICATIONS WHICH NEITHER FACE THE PRACTICAL NECESSITY TO DEVELOP MARKETABLE SKILLS NOR AFFORD THE STUDENT A FAIR CHANCE TO EXPLORE OTHER ALTERNATIVES TO LANGUAGE APPLICATIONS BESIDES LITERATURE AND LINGUISITICS. IN THE FACE OF THE PLACEMENT PROBLEM SUCH AS IT EXISTS AT PRESENT AND WILL CONTINUE TO EXIST IN THE FORESEEABLE FUTURE, THERE IS A NATURAL TENDENCY TOWARD GREATER SELECTIVITY AND HIGHER STANDARDS FOR ADVANCED DEGREES.

THIS MAY BE A PROPER TIME FOR RAISING STANDARDS, BUT IT OUGHT NOT BE DONE WITH THE SPECIFIC GOAL OF REDUCING THE NUMBER OF GRADUATES. AFTER ALL, ANY TIME IS AN APPROPRIATE TIME TO ASSESS PROGRAMS, MODIFY REQUIRE-

MENTS, AND REASONABLY BEGIN TO EFFECT HIGHER STANDARDS. BUT IT IS, GROSSLY UNFAIR TO DO SO WITH THE SOLE MOTIVE BEING TO "WASH OUT" STUDENTS OR TO CAUSE UNANTICIPATED LONGER STUDY FOR PERSONS ALREADY ENROLLED WHO ARE UNDERWAY WITH A PROJECTED PROGRAM AND EXPECTED TERMINATION POINT. THE STUDENT THUS BECOMES A VICTIM OF CIRCUMSTANCES OVER WHICH HE OR SHE HAS VIRTUALLY NO CONTROL.

THE WORST OF ALL PRACTICIES, IT WOULD SEEM, IS WHERE "TIGHTENING UP" IS SUBTLE, BUT REAL IN THE FORM OF UNWRITTEN, UNPUBLICIZED SHIFTS IN EXAMINATION REQUIREMENTS, IMPROPER COUNSELING OR ARBITRARY, DISCRIMINATORY TREATMENT OF STUDENT PERFORMANCE. UNDOUBTEDLY THE TEMPTATION EXISTS MORE WHEN THERE IS AN OVERSUPPLY OF PROSPECTIVE GRADUATES. CONVERSELY, OF COURSE, THE RELAXATION OF STANDARDS MAY SIMILARLY OCCUR DURING PERIODS OF GREAT DEMAND FOR GRADUATES. ALL OF THIS SIMPLY MEANS THAT FEALTY TO FUNDAMENTAL PROFESSIONAL PRINCIPLES NEEDS TO BE APPLIED CONSISTENTLY ABOVE ALL OTHER CONSIDERATIONS.

SO WHAT ABOUT THE STUDENT WHO SAYS, "I WANT TO USE MY SECOND (OR THIRD, OR FOURTH, ETC.) LANGUAGE IN CONNECTION WITH ANOTHER PROFESSION?" WE AGAIN MUST TELL IT LIKE IT IS, BUT BEFORE WE CAN DO THAT WE MUST

FIRST BECOME INFORMED OURSELVES.

THE ORC STUDY (AND I MIGHT ADD, THE TWO PREVIOUS SPEAKERS) HAVE INDICATED THAT BASICALLY TWO CONDITIONS EXIST: (1) THE PRESENT STATE OF DUAL TRAINING OPPORTUNITIES WITHIN THE UNIVERSITY ARE INADEQUATE OR VERY LIMITED; AND (2) THE NEED AND THE OPPORTUNITY EXISTS FOR INNOVATION AND DIVERSIFICATION BY LANGUAGE DEPARTMENTS IN COOPERATION WITH OTHER DISCIPLINES TO DEVELOP A CURRICULUM TRACK FOR PROFESSION- OR OCCUPATION-ORIENTED TRAINING.

ALTHOUGH SOME PROGRESS HAS BEEN MADE, VERY FEW COLLEGES AND UNIVERSITIES ARE SET UP AT THIS TIME TO PROVIDE THE KIND OF CROSS TRAINING THAT IS NECESSARY. ON ONE'S OWN LARGELY, A STUDENT MAY PREPARE HIMSELF OR HERSELF FOR CAREERS INVOLVING OTHER LANGUAGES, BUT THIS IS USUALLY BY CAREFUL SELECTION OF COURSES, SELF-STUDY, EXPERIENCE ON THE JOB, OR BY ATTENDANCE AT ONE OF THE FEW SPECIALIZED GRADUATE SCHOOLS. THE TRADITIONAL FOREIGN LANGUAGE PROGRAMS ARE NOT GEARED TO INCLUDE THE KIND OF INTEGRATED TRAINING THAT IS USEFUL TO GOVERNMENTAL AGENCIES, INDUSTRIAL FIRMS AND MULTI-NATIONAL CORPORATIONS.

THE PERFORMANCE OF TRADITIONAL FOREIGN LANGUAGE MAJORS WHO HAVE THE USUAL TRAINING OF BASIC LANGUAGE SKILLS, FOLLOWED BY LITERATURE-BASED STUDY (OR IN SOME CASES

LINGUISTIC SPECIALIZATIONS OR COMBINATION OF LITERATURE AND LINGUISTICS), IS NOT SATISFACTORY BY AND LARGE TO PROSPECTIVE EMPLOYERS REPRESENTING GOVERNMENT, BUSINESS AND INDUSTRY.[2]

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2. IN INFORMAL COMMENTS, THIS IS BORNE OUT MANY TIMES BY COMMENTARIES ADDED TO THE SURVEY INSTRUMENT IN THE ORC STUDY. IN RELATION TO GOVERNMENT, SEE:

ALLEN J. WEINSTEIN. "FOREIGN LANGUAGE MAJORS: THE WASHINGTON PERSPECTIVE." ADFL BULLETIN, VOL. 6, NO. 4 (MAY 1975), P. 8.

IN RELATION TO BUSINESS AND INDUSTRY, A SURVEY IN 1965 ASKED THE QUESTION: "WHEN HIRING, IS YOUR COMPANY INTERESTED IN THE BUSINESS MAJOR OR THE LIBERAL ARTS MAJOR?" RESULTS WERE AS FOLLOWS:

1965	1972	
38%	81%	WERE INTERESTED IN THE BUSINESS MAJOR
12%	0%	WERE INTERESTED IN THE LIBERAL ARTS MAJOR
50%	19%	WERE INTERESTED IN EITHER

RESPONDENT COMMENT AND OTHER DATA IN THE ORC STUDY TEND TO SUPPORT THESE RESULTS IN RELATION TO LANGUAGE MAJORS. SEE:

DON L. JAMES AND RONALD L. DECKER, "DOES BUSINESS STUDENT PREPARATION SATISFY PERSONNEL OFFICERS?" COLLEGIATE NEWS AND VIEWS, VOL. XXVII, NO. 3 (SPRING 1974), P. 27.

GOVERNMENT AND BUSINESS/INDUSTRY OFFICIALS MAKE IT AMPLY CLEAR IN THE ORC STUDY THAT WHILE LANGUAGE MAY BE VERY USEFUL, IN SOME CASES ESSENTIAL, AND AS A WHOLE GREAT IMPROVEMENTS IN LANGUAGE TRAINING NEED TO BE MADE, NO AMOUNT OF FLUENCY, SOPHISTICATED LANGUAGE FACILITY, FOREIGN RESIDENCE OR OTHER UNUSUAL QUALIFICATIONS OR ABILITY TO USE A FOREIGN LANGUAGE CAN BE SUBSTITUTED FOR SOUND AND COMPLETE PROFESSIONAL TRAINING. WE FIND THE COMMENT MADE LITERALLY HUNDREDS OF TIMES IN THE LITERATURE AND IN OUR MANY INTERVIEWS THAT GIVEN TWO APPLICANTS OF EQUAL TECHNICAL COMPETENCE ONE HAVING LANGUAGE FACILITY AND THE OTHER NOT HAVING LANGUAGE FACILITY, PREFERENCE WOULD BE GIVEN TO THE PERSON SPEAKING THE LANGUAGE. UNFORTUNATELY HOWEVER VERY FEW LANGUAGE MAJORS PER SE WOULD BE ABLE TO COMPETE WITH GRADUATES FROM OTHER FIELDS AS FAR AS THE COMPETENCE IN THOSE FIELD IS CONCERNED. HENCE, THE HYPOTHETICAL SITUATION OF TECHNICAL SKILLS BEING EQUAL NEVER OCCURS UNLESS THE CANDIDATE HAS HAD EXTRA PREPARATION AND TRAINING BOTH IN LANGUAGES AND THE PROFESSIONAL/TECHNICAL FIELD IN QUESTION.

UNDER OUR PRESENT SYSTEM, WHERE ARE YOU GOING TO FIND FOR EXAMPLE, SOMEONE GRADUATED FROM A COLLEGE OF AGRICULTURE WHO CAN ALSO PASS THE GOVERNMENT'S S-3 LANGUAGE REQUIREMENT? SUCH INDIVIDUALS ARE RELATIVELY

RARE. EVEN MORE DIFFICULT TO FIND WOULD BE A HIGHLY FLUENT SPANISH SPEAKER (EVEN PERHAPS OF CHICANO OR OTHER LATIN AMERICAN ETHNIC BACKGROUND), WITH THE DEGREE AND TRAINING IN A MORE SPECIALIZED JOB REQUIRING SAY, COMPLETE BILINGUAL ENGLISH/SPANISH SKILLS, SUFFICIENT TO LECTURE, TEACH, OR APPLY AGRICULTURAL ECONOMICS OR SOME OTHER SPECIALTY. BY THE WAY, CERTAIN OF OUR MINORITY STUDENTS BRING SPECIAL LINGUISTIC BACKGROUNDS TO THE TRAINING SITUATION WHICH GIVES THEM A CERTAIN ADVANTAGE TO BE CROSS-TRAINED AND TO PERFORM JOBS AT A LEVEL OF HIGH PROFICIENCY. BUT AGAIN, OPPORTUNITY FOR THEM AS WELL AS FOR OTHERS, IS, WE STRESS, LIMITED AND INADEQUATE.

RETURNING TO THE EXAMPLE OF THE BILINGUAL AGRICULTURAL ECONOMIST, WHAT USUALLY HAPPENS IS THAT THE BILINGUAL ECONOMIST SIMPLY DOESN'T EXIST. BILINGUALS AND OTHERS WITH HIGH LEVEL LANGUAGE SKILLS CERTAINLY ABOUND. BUT THE AGRICULTURAL ECONOMIST <u>WITHOUT THE LANGUAGE</u> HAS THE INSIDE TRACK AND GETS THE JOB DESPITE THE DISADVANTAGES THIS MAY CREATE. THE ORC STUDY REPEATEDLY REMINDED US THAT WHILE LANGUAGE SKILLS WERE OFTEN DESIRABLE, PREFERENCE WOULD NOT BE GIVEN TO A LANGUAGE-SKILLED PERSON UNLESS HE OR SHE ALSO POSSESSED THE REQUISITE PROFESSIONAL OR TECHNICAL SKILLS.

IN RELATION TO GOVERNMENTAL NEEDS AND PRACTICES, THE ORC STUDY UNDERTOOK A SURVEY OF THE ENTIRE FEDERAL GOVERNMENT STRUCTURE WHICH WAS ANALYZED AND CASE STUDIED THOROUGHLY TO DETERMINE WHICH DEPARTMENTS, DIVISIONS, BUREAUS, OFFICES AND ORGANIZATIONS EMPLOY PERSONS TO PERFORM JOBS FOR THE GOVERNMENT WHERE LANGUAGE SKILLS ARE EITHER ABSOLUTELY NECESSARY OR ARE HIGHLY DESIRABLE IN THE PERFORMANCE OF THEIR JOBS BOTH DOMESTICALLY AND ABROAD. EXCEPT FOR THE DEPARTMENT OF DEFENSE AND THE CENTRAL INTELLIGENCE AGENCY WHERE SUCH INFORMATION IS CLASSIFIED WE HAVE BEEN ABLE TO DOCUMENT THE CURRENT NUMBER OF JOBS THAT ARE AVAILABLE IN WHICH LANGUAGE SKILLS ARE NEEDED.

A SURPRISING FINDING OF THE STUDY WAS THAT FAR MORE JOBS EXIST IN THE GOVERNMENT IN NOT SO OBVIOUS DEPARTMENTS THAN WAS SUPPOSED AT THE BEGINNING OF THE STUDY. FOR EXAMPLE IN ADDITION TO THE FOREIGN SERVICE OFFICERS, EMPLOYED BY THE DEPARTMENT OF STATE (WHERE LANGUAGE SKILLS ARE OBVIOUSLY A NECESSITY) IT WAS FOUND THAT THE DEPARTMENT OF AGRICULTURE, THE DEPARTMENTS OF COMMERCE AND THE INTERIOR ALSO HAD SUBSTANTIAL NEEDS AMONG THEIR VARIOUS PERSONNEL.

THE METHODS OF TRAINING THESE INDIVIDUALS, OF RATING THEIR LANGUAGE SKILLS AND ORIENTING THEM TO THEIR ASSIGNMENTS THROUGH BICULTURAL AWARENESS AND OTHER

TRAINING PROCEDURES WERE DOCUMENTED BY OUR STUDY. A MAJOR FINDING OF THIS ASPECT OF THE STUDY IS THAT BY AND LARGE THE GOVERNMENT IS FAR MORE EFFICIENT IN THE TRAINING OF ITS PERSONNEL IN FOREIGN LANGUAGES FOR THEIR JOBS THAN ARE COMMERCIAL LANGUAGE SCHOOLS, THE PUBLIC SCHOOLS, JUNIOR COLLEGES, SENIOR COLLEGES AND UNIVERSITIES. THE GOVERNMENT TRAINING IS ALSO MORE EFFICIENT GENERALLY THAN THE IN-HOUSE TRAINING DONE BY BUSINESS AND INDUSTRY. THIS FINDING ALONE AND THE METHODS AND SYSTEMS OF EVALUATION THAT ARE USED TO CONSTANTLY UPGRADE A PERSON'S LANGUAGE SKILLS ARE WORTHY OF WIDE DISSEMINATION TO BUSINESS, INDUSTRY, AND THE PUBLIC SCHOOL AND UNIVERSITY SECTOR.

THE FEDERAL GOVERNMENT ACCORDING TO AN OFFICIAL GAO REPORT IN 1971 SPENT MORE THAN $60 MILLION ON LANGUAGE TRAINING. IRONICALLY MOST OF THE PERSONNEL WHO WERE TRAINED HAD HAD PREVIOUS LANGUAGE TRAINING EXPERIENCE IN THE PUBLIC SCHOOLS OR UNIVERSITIES. YET THIS TRAINING WAS INSUFFICIENT TO PREPARE THEM TO PERFORM THEIR SKILLS. IT WAS NOT ONLY INEFFICIENT BUT FOR THE MOST PART, THE PRIOR TRAINING HAD BEEN DIRECTED TOWARD SOCIAL INTERCOURSE OR LITERATURE WHICH WAS ALMOST A TOTALLY IRRELEVANT TYPE OF TRAINING IN TERMS OF OBTAINING TECHNICAL VOCABULARY AND THE DEPENDENT LANGUAGE SKILLS THAT WOULD PERMIT MORE IMMEDIATE AND EFFECTIVE PERFORMANCE OF THE JOB NEEDED BY

THE GOVERNMENT.

IT WAS ALSO REPORTED BY THE FOREIGN SERVICE INSTITUTE WHICH TRAINS FOR THE DEPARTMENT OF STATE (AND ALSO ON AN INTERDEPARTMENTAL AGREEMENT BASIS FOR MANY OTHER DEPARTMENTS OF THE GOVERNMENT), THAT MANY COLLEGE GRADUATES WITH MAJORS IN LANGUAGES DO NOT EVEN MEET THE MINIMAL RATING LEVEL FOR PROFICIENCY IN THE LANGUAGE IN WHICH THEY HAVE MAJORED.[3] THIS MEANS OF COURSE THAT MUCH OF THE $60 MILLION SPENT IN 1971 AND ADDITIONAL AMOUNTS SPENT SINCE THAT TIME HAVE BEEN EXPENDED TOWARD WHAT MIGHT BE TERMED "REMEDIAL" RATHER THAN INITIAL TRAINING.

THE QUESTION IS OBVIOUSLY RAISED COULD SOME OF THAT MONEY BE SAVED EVENTUALLY IF OUR SCHOOLS AND COLLEGES DID A BETTER JOB OF TEACHING LANGUAGES?[4]

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3. SEE WEINSTEIN, OP.CIT.

4. "...DR. RICHARD THOMPSON ESTIMATES THAT FROM 3/4 TO 1 BILLION DOLLARS A YEAR ARE SPENT ON FOREIGN LANGUAGE EDUCATION IN THE U.S." QUOTED BY F. LEROY WALSER IN "NEW NEEDS IN LANGUAGE TRAINING," SPEECH GIVEN AT THE FALL CONVENTION OF THE UTAH FOREIGN LANGUAGES ASSOCIATION. SALT LAKE CITY, OCTOBER 10, 1975. CITATION BY WALSER IS:
"THE RIGHT TO READ IN ANY LANGUAGE," RICHARD T. THOMPSON, U.S.O.E., AT THE GEORGETOWN UNIVERSITY ROUNDTABLE ON LANGUAGES AND LINGUISTICS, 1973.

IT WOULD SEEM SO IF STUDENTS WHO WERE PREPARING FOR GOVERNMENT SERVICE CAREERS HAD AVAILABLE, A SPECIALIZED CURRICULUM THAT WOULD COORDINATE THEIR PREPARATION FOR GOVERNMENT SERVICE WITH A SPECIFIC TYPE OF LANGUAGE TRAINING SO THAT FOREIGN LANGUAGE SKILLS WOULD TRULY BE AN INTEGRAL PART OF THEIR OVERALL JOB QUALIFICATIONS.

AS MENTIONED ONE OF THE MOST OBVIOUS DIFFERENCES BETWEEN THE GOVERNMENT AND THE BUSINESS/INDUSTRY SECTORS OF THE STUDY IS THE INESCAPABLE FACT THAT GOVERNMENT LANGUAGE TRAINING PROGRAMS ARE MORE EFFICIENT, HIGHLY MISSION-ORIENTED, IN GENERAL STAFFED WITH A HIGH CALIBER OF PROFESSIONAL TRAINERS, UTILIZE STANDARDIZED METHODS OF TEACHING AND RATING (WITH ALLOWANCE FOR INDIVIDUAL PACING) EVEN FOR VARIOUS LANGUAGES. MOST OF ALL THE LANGUAGE INSTRUCTION IS TARGETED TO ENHANCE THE PERSON'S ABILITY TO PERFORM HIS OR HER OVERSEAS JOB. IF THE JOB ENTAILS SOCIAL CONVERSATIONAL ABILITY, THEN IN TERMS OF VOCABULARY, IDIOMS, AND SO ON THIS IS NOT NEGLECTED. BUT THE PRIORITIES ARE WELL ORDERED IN TERMS OF THE ACTUAL NEEDS THAT THE APPLICANT WILL HAVE TO DISPLAY AND DEMONSTRATE IN THE FIELD. OCCASIONALLY SPECIALIZED JOB-RELATED COURSES HAVE TO BE TAILOR MADE TO SUIT THE NEED SUCH AS FOR LAW ENFORCEMENT WITH NARCOTICS AND DRUG TRAFFIC WHERE PRECISE KNOWLEDGE OF IDIOMS AND SLANG FAR REMOVED FROM SOCIAL CONVERSATION MAY LITERALLY BE A LIFE OR DEATH SITUATION FOR AN AGENT.

IF I MAY BE PERMITTED A WRY ASIDE: MOTIVATION TO LEARN WOULD BE THE LEAST OF PROBLEMS FOR THE INSTRUCTOR OF SUCH A COURSE!

IN THE BUSINESS/INDUSTRY PORTION OF THE ORC STUDY, OVER 6000 BUSINESS FIRMS WERE SURVEYED WITH A RESPONDENT RATIO OF APPROXIMATELY 23 PER CENT. AMONG THE RESPONDENTS ALONE JOBS REPORTED BY THESE COMPANIES WHERE LANGUAGE WAS REQUIRED OR DESIRABLE TOTAL TO MORE THAN 60,000. ONE CAN REASONABLY ASSUME THAT AMONG THE NONRESPONDENTS AND AMONG OTHER COMPANIES WHICH WERE NOT SURVEYED THERE WOULD BE AN ADDITIONAL UNKNOWN BUT POSSIBLY LARGE NUMBER OF JOBS FOR WHICH LANGUAGE TRAINING IS ESSENTIAL OR DESIRABLE.

AS IN THE CASE OF THE GOVERNMENT, BUSINESS AND INDUSTRY IS BY AND LARGE DISSATISFIED WITH THE PRODUCT OF OUR SCHOOLS AND UNIVERSITIES WITH REGARD TO LANGUAGE TRAINING. HOWEVER BUSINESS AND INDUSTRY AS A WHOLE ARE NOT AS ACUTELY AWARE OF THE NEED FOR INTENSIVE TRAINING, NEITHER DO THEY DEVOTE THE RESOURCES NOR SIMILAR ATTENTION TO THIS PROBLEM. THERE IS A CERTAIN AMOUNT OF NAIVETE AMONG SOME OF THE RESPONDENTS WHO DEMONSTRATE BELIEF IN "THE INSTANT TWO WEEK CRASH COURSE" THAT ALL LANGUAGE PROFESSIONALS KNOW IS A FRAUDULENT CONCEPT. MANY CLAIM TO SATISFY ALL LANGUAGE NEEDS BY THE HIRING OF HOST COUNTRY NATIONALS WHO SPEAK ENGLISH. OTHERS SIMPLY DECLARE THAT ENGLISH IS THE LINGUA FRANCA OF THE BUSINESS WORLD.

THERE IS CONSIDERABLE EVIDENCE IN THE LITERATURE AND IN STUDIES THAT HAVE BEEN PERFORMED BY INTERNATIONAL BUSINESS EXPERTS, THAT THIS ATTITUDE IS DETRIMENTAL TO THE FOREIGN PUBLIC IMAGE OF THE COMPANY AS WELL AS DETRIMENTAL TO ITS OVERALL OPERATING POTENTIAL. IN ADDITION OUR OWN STUDY EVOKED COMMENTARIES, CASE STUDIES, AND DATA FROM A NUMBER OF WHAT WE MIGHT CONSIDER TO BE HIGHLY ENLIGHTENED COMPANIES WHO REPORTED UNUSUAL SUCCESS IN PROFITS, IN PUBLIC RELATIONS, AND IN TOTAL OPERATIONS WHICH THEY ATTRIBUTED TO THEIR ATTENTION TO LANGUAGE AND CULTURAL TRAINING.

THUS WHILE OUR STUDY CONFIRMED THE FACT THAT THE JOB MARKET FOR CROSS TRAINED LANGUAGE AND BUSINESS MAJORS IS FAVORABLE, THE ATTITUDES OF REPRESENTATIVES OF THE COMPANIES IN OUR SAMPLE TOWARD LANGUAGE TRAINING LACKS THE UNANIMITY FOUND AMONG GOVERNMENT OFFICIALS, IN TERMS OF CRITICALITY OF NEED. AS INDICATED EARLIER SOME COMPANIES MAINTAIN AN APATHETIC ATTITUDE TOWARD LANGUAGE PROBLEMS DESPITE THE SUCCESS ATTRIBUTED TO LANGUAGE TRAINING BY CERTAIN OTHER CORPORATIONS, BY EXPERT INTERNATIONAL BUSINESS CONSULTANTS, AND THE U.S. GOVERNMENT'S HUGE FISCAL OUTLAY FOR LANGUAGE TRAINING THAT IS DEEMED TO BE ESSENTIAL TO CONDUCT THE BUSINESS OF THE UNITED STATES. BUSINESS FIRMS RARELY CLASSIFY AND RATE LANGUAGE SKILLS AS PART OF THEIR OVERALL PERSONNEL ASSESSMENT AS DOES THE GOVERNMENT.

IT THEREFORE APPEARS THAT AN EDUCATIONAL ENDEAVOR FOR LANGUAGES AND THE WORLD OF WORK NEEDS TO BE DIRECTED TO BUSINESS AS WELL AS TO TRAINING INSTITUTIONS. THE LANGUAGE PROFESSIONALS FROM GOVERNMENT COULD BE AN INVALUABLE RESOURCE BY PROVIDING MODELS OF LANGUAGE TRAINING WHICH COULD BE APPROPRIATELY ADAPTED FOR INSTITUTIONAL AND BUSINESS USAGE.

WHAT ARE THE COMMON IMPEDIMENTS THAT STAND IN THE WAY OF LANGUAGE DEPARTMENTS IN COOPERATION WITH OTHERS, PROVIDING THE KIND OF INTEGRATED, LANGUAGES-FOR-THE-WORLD-OF-WORK CURRICULUM THAT IS NEEDED?

UNFORTUNATELY ONE OF THE FIRST BARRIERS LIES WITHIN THE RANKS OF LANGUAGE TEACHERS THEMSELVES. INDIVIDUALLY OR AS A MONLITHIC COALITION OF PRE-SUPPOSED HUMANITARIANS, CERTAIN INDIVIDUALS OR GROUPS SEE THEMSELVES ONLY IN THE LIGHT OF BEING TRUE TO THE FAITH OF THE LIBERAL ARTS AND THE BELLES LETTRES. LANGUAGE TEACHING FOR THE PRAGMATIC USAGE IMPLIED IN THE WORLD OF WORK IS SEEN AS DEGRADING AND A BETRAYAL OF PROFESSIONAL ORIENTATION TOWARD THE HUMANITIES. THE OBVIOUS OPPORTUNITY TO PERHAPS LEND A HUMANIZING INFLUENCE TO THE SCIENCES, THE BUSINESS PROFESSIONS, AND TO FUTURE BUREAUCRATS, IS IGNORED.

ANOTHER OBJECTION FROM WITHIN THE PROFESSION IS THAT SUCH SPECIALIZATION DOESN'T "FIT" WITHIN THE FRAMEWORK OF THE TRADITIONAL DEPARTMENT. YET IN THE TYPICAL LANGUAGE DEPARTMENT, THERE ARE ALREADY SPECIALISTS IN FRENCH, SPANISH, GERMAN, RUSSIAN, AND SO ON. FURTHERMORE, THERE ARE THOSE WHOSE DOCTORAL STUDIES HAVE CENTERED UPON LITERATURE, LINGUISTICS, GRAMMAR AND STRUCTURE. THE LITERATURE MAJORS CAN BE BROKEN DOWN EVEN FINER INTO GOLDEN AGE SPANISH, 18TH CENTURY FRENCH, CLASSICAL LATIN, AND SO FORTH. MANY DEPARTMENTS PARTICULARLY SINCE SPUTNIK AND NDEA MONEY CAME INTO EXISTENCE, HAVE ADDED A PEDAGOGY SPECIALIST. THE PEDAGOGY SPECIALIST IS, INCIDENTALLY A CROSS-TRAINED WORLD OF WORK SPECIALIST. SPECIALTIES ALREADY HAVE PROLIFERATED OVER TIME WITHIN THE LANGUAGE PROFESSION. WHY IS IT NECESSARY TO CONVINCE SOME OF THE BELLES LETTRES PURISTS THAT THEIR PROFESSION WILL NOT BE CONTAMINATED BY ANOTHER TYPE OF SPECIALIST--HE OR SHE WHO IS ENGAGED IN THE LANGUAGE PROFESSION FOR THE PURPOSE OF PROMOTING THE USE OF LANGUAGE IN THE WORLD OF WORK?

IF LANGUAGE DEPARTMENTS DO NOT ADMIT THIS SPECIALITY INTO THEIR REALM, IT IS POSSIBLE THAT OTHER ACADEMIC DISCIPLINES WILL PROVIDE THEIR OWN LANGUAGE SPECIALISTS. ADMITTEDLY SUCH A NEED WOULD NOT EXIST NOR BE READILY APPARENT IN MANY SITUATIONS. THE INTEREST AND CONCERN OF BUSINESS AND GOVERNMENT HOWEVER HAS THE VERY REAL

POSSIBILITY OF BEING CONVERTED INTO AN URGENT NEED THAN CAN BE FILLED BY COLLEGES OF BUSINESS FOR EXAMPLE, GIVEN SUFFICIENT MOTIVATION BY THE DEMAND.

A LEGITIMATE PROBLEM IS THE LACK OF CROSS-TRAINED PERSONNEL IN THE COLLEGES AND UNIVERSITIES THEMSELVES. BEFORE GIVING UP HOWEVER WE WOULD URGE THAT LANGUAGE DEPARTMENTS MAKE A CAREFUL ANALYSIS OF RESOURCES WITHIN THEIR OWN COMMUNITIES, SUCH AS FACULTY MEMBERS IN OTHER DISCIPLINES WHO HAVE LANGUAGE SKILLS, EITHER ACQUIRED OR BY VIRTUE OF ETHNIC OR NATIONAL ORIGIN. RETIRED BUSINESS AND GOVERNMENT OR MILITARY PERSONNEL WITH LANGUAGE SKILLS ARE OFTEN AVAILABLE WITHIN A COMMUNITY AND MAY SERVE AS CONSULTANTS. UNDER RECOGNITION OF PRAGMATIC CONSIDERATIONS RATHER THAN ACADEMIC DEGREES, FACULTY APPOINTMENTS ON THE BASIS OF EXPERIENCE AND COMPETENCY MIGHT BE IN ORDER BY RECRUITING RETIRED OR EVEN ACTIVE BUSINESSMEN, INDUSTRIALISTS, OR GOVERNMENT WORKERS.

ADDITIONALLY WE URGE THE PROFESSIONAL ASSOCIATIONS THEMSELVES TO TAKE STEPS TO ENCOURAGE THE TRAINING OF TRAINERS. THE RE-TRAINING OF LANGUAGE PROFESSORS IN OTHER DISCIPLINES WITH AN END GOAL OF PRODUCING QUALIFIED CURRICULUM DEVELOPERS AND INSTRUCTORS MIGHT PROVE TO BE REFRESHING TO THE INDIVIDUALS AND TO THE UNIVERSITIES.

FINALLY WE RECOGNIZE THAT THE NON-LANGUAGE DISCIPLINE MATCHED WITH LANGUAGE IS NOT ONE BUT MANY--BUSINESS, LAW, AGRICULTURE, SOCIOLOGY, SECRETARIAL TRAINING, PRACTICALLY EVERY DEPARTMENT IN THE UNIVERSITY CAN BE NAMED THEORETICALLY. ADDITIONALLY THERE ARE TECHNICAL SKILLS AVAILABLE THROUGH VOCATIONAL SCHOOLS, COMMUNITY COLLEGES, MANPOWER DEVELOPMENT PROGRAMS, AND OTHER INSTITUTIONS TO BE LEARNED AND APPLIED DOMESTICALLY OR ABROAD, ENHANCED BY LANGUAGE TRAINING. THE PROBLEM IS COMPLICATED FURTHER BY THE VARIOUS SEPARATE LANGUAGES THAT COULD ALSO BE MATCHED WITH THE OTHER FIELDS. IF AN ATTEMPT IS MADE TO OFFER CROSS-TRAINING BETWEEN EVERY POSSIBLE COMBINATION THE TASK IS UNMANAGEABLE INDEED. ORDER CAN ONLY BE MAINTAINED IF GOALS ARE LIMITED TO THE PRACTICAL AVAILABLE RESOURCES AND PRIORITIES THAT ARE REFLECTED IN THE COMMUNITY AND IN THE JOB MARKET. RAPID EXPANSION OR PROLIFERATION OF PROGRAMS SHOULD BE APPROACHED WITH CAUTION. ALL OF THIS WILL ENTAIL COMMUNICATION BETWEEN ALL OF THE ELEMENTS HERETOFORE MENTIONED IN ORDER TO MAINTAIN VIABLE DIRECTION AND RELEVANCY. A UNIQUE PROFESSIONAL INTERACTION NEVER BEFORE ATTEMPTED MUST BE IMPLEMENTED. THIS MEANS AN ADVISORY COUNCIL OR SOME MEANS OF CONSIDERING THE VIEWPOINTS, THE NEEDS, AND CONCERNS OF STUDENTS, LANGUAGE DEPARTMENTS, NON-LANGUAGE DEPARTMENTS, AND REPRESENTATIVES FROM BUSINESS/INDUSTRY AND GOVERNMENT.

PERHAPS BEFORE LOCAL EFFORTS MAY BECOME SIGNIFICANT, A NATIONAL OR PERHAPS INTERNATIONAL MODEL MAY HAVE TO BE DEMONSTRATED OF THE COOPERATIVE EFFORT THAT WILL SURELY BE REQUIRED TO ENSURE SUCCESS. HERE IS AN AREA IN WHICH PROFESSIONAL ASSOCIATIONS MIGHT PROVIDE LEADERSHIP BY SPONSORING A CONVOCATION OR COMMISSION DESIGNED TO EXPLORE NEEDS, CLARIFY ISSUES, IDENTIFY RESOURCES, AND DELINEATE PRIORITIES WITH THE SAME CROSS REPRESENTATION SUGGESTED ABOVE.

THE CHALLENGE TO THE PROFESSION IT WOULD SEEM TO ME IS TO FIRST OF ALL RECOGNIZE THAT LANGUAGES FOR THE WORLD OF WORK, IS AN IDEA WHOSE TIME HAS COME. THEN TO GREET THAT IDEA WITH THE ENTHUSIASM AND SENSE OF EXCITEMENT THAT THE CONCEPT DESERVES, IS THE NEXT VITAL STEP.

APPENDIX

TABLES REPRODUCED FROM
FINAL REPORT ON THE RESULTS
OF BUSINESS/INDUSTRY SURVEY

NOTE: THE BUSINESS/INDUSTRY SURVEY WAS ONLY A PORTION OF THE TOTAL STUDY WHICH INCLUDED A REVIEW OF THE LITERATURE, COMPILATION OF AN ANNOTATED BIBLIOGRAPHY, AND A SURVEY OF GOVERNMENT LANGUAGE JOBS AND TRAINING.

	Business/Industry		Fortune 500		Export Management Companies	
Potential Companies Surveyed	5,640		500		669	
Number of Responses	1,261		562*		589	
Percent of Response		22.36%		112.4%*		88.0%
Total Employees Reported	7,084,383		4,791,887		19,185	
U.S. Employees Requiring Language as:						
a) Primary Tool	1,000	.14%	6,313	.13%	214	1.12%
b) Secondary Tool	11,751	.17%	5,131	.11%	231	1.20%
c) Not Required but Useful	34,651	.49%	18,763	.39%	210	1.09%
d) Other	4,267	.06%	1,549	.03%	18	.09%

*Some Fortune 500 single companies responded by divisions or subsidiaries, thus giving more than 100% sample return.

Figure One: Profile of Business/ Industry Surveyed

Total employees reported as needing or desirable to have language training:	Business/ Industry	Fortune 500	Export-Management Companies
	60,678	31,756	673
Proficiency Levels			
Native fluency	74,726	63,452	169
Limited conversation	61,187	43,030	48
Write	65,571	51,529	31
Read and understand	63,046	43,555	42
Translate	5,734	874	32
Other	5,446	25	7

Figure Two: Hiring Practices by Proficiency Levels

Group	Responses	Less Effect		Equal Effect		More Effect	
		Number	Percent	Number	Percent	Number	Percent
Business/Industry	613	409	66.72%	187	30.50%	38	6.20%
Fortune 500	149	96	64.43	48	32.21	16	10.74
Export-Management Companies	94	61	64.09	26	27.66	9	9.57

Figure 3: Foreign Language as it Affects Salary Increases

Business/Industry				Fortune 500				Export-Management Companies			
Language	Number	Percent	Average Ranking	Language	Number	Percent	Average Ranking	Language	Number	Percent	Average Ranking
Spanish	561	44	2.0	Spanish	136	24	1.6	Spanish	151	26	1.3
French	419	33	3.0	French	99	18	2.9	French	98	17	2.2
German	354	28	3.3	Portu-guese	75	13	3.2	German	71	12	2.5
Portu-guese	290	23	3.9	Italian	69	12	3.9	Japa-nese	26	4	1.9
Italian	286	23	4.6	German	68	12	3.3	Portuguese	21	4	2.7
Japa-nese	259	21	4.4	Japa-nese	47	8	4.2	Chinese	18	3	1.8
Arabic	159	13	5.6	Arabic	31	6	5.5	Other	11	2	2.5
Russian	127	10	6.5	Russian	27	5	6.3	Italian	11	2	3.3
Chinese	121	10	6.2	Indo-nesian	25	4	6.2	Russian	8	1	2.5
Indo-nesian	106	8	6.5	Chinese	22	4	6.7	Arabic	7	1	2.1
Other	58	5	3.9	Other	9	2	2.2	Indo-nesian	0	0	0

Figure 4: Relative Importance of Various Languages as Perceived by Business/Industry

	Business/Industry		Fortune 500		Export/Management Companies	
Number of responses	613		156		106	
Hire Native Speakers	393	64.11%	89	57.05%	79	74.53%
Formal Training	308	50.25%	84	53.85%	69	65.09%
In-house Training	105	17.13%	28	17.95%	5	4.72%
Commercial School	287	46.82%	97	62.18%	6	5.66%
Other	33	5.38%	7	4.49%	0	0

Figure Five: Methods Used by Business and Industrial Firms to Meet Language Needs

	Business/Industry			Fortune 500			Export/ Management Company		
	Number	Percent	Average Ranking	Number	Percent	Average Ranking	Number	Percent	Average Ranking
Firms Responding:	409			76			31		
Managerial/Adm.	381	93.15	2.0	75	98.68	1.7	25	80.65	2.2
Supervisory	298	72.86	2.2	55	72.37	2.1	18	58.06	1.4
Clerical/Secretarial	297	72.62	2.8	53	69.74	2.9	7	22.58	2.0
Skilled/Semi-skilled	207	50.61	3.2	36	47.37	3.4	3	9.68	2.7

Figure 6: Job Classifications Requiring Foreign Language and Degree of Shortages as Perceived by Business and Industrial Firms

Categories Marked	Number	Percent
Business Adm./Mgt.	423	71.69
Marketing/Sales	373	63.22
Engineering	283	47.97
Secretarial Skills	223	37.80
Finance	180	30.51
International Rel.	179	30.34
Accounting	163	27.63
Economics	111	18.81
Clerical Skills	102	17.29
Communications	90	15.25
Law	87	14.75
Public Relations	76	12.88
Advertising	66	11.19
Data Processing	60	10.17
Engl. Lang. Skills	58	9.83
Others	42	7.12
Civil Engin.	40	6.78
Journalism	32	5.42
Area Studies	30	5.08
Statistics	30	5.08
Psychology	29	4.92
Library Skills	29	4.92
Cultural Studies	19	3.22
Public Admin.	16	2.71
Sociology	16	2.71
Political Science	13	2.20
Fine Arts	7	1.19

Companies responding to one or more items: 590

Kendall's Coefficient of Concordance among Subgroups: .9400

Figure Seven: Business/Industry Ratings of College Majors Best Combined with Language Skills

Categories Marked	Number	Percent
Business Adm./Mgt.	104	72.22
Marketing/Sales	94	65.28
Engineering	81	56.25
Finance	57	39.58
Accounting	53	36.81
Secretarial Skills	53	36.81
International Rel.	41	28.47
Economics	31	21.53
Clerical Skills	22	15.28
Data Processing	21	14.58
Law	19	13.19
Advertising	16	11.11
Communications	12	8.33
Library Skills	12	8.33
Civil Engin.	11	7.64
Statistics	11	7.64
Journalism	10	6.94
Public Relations	10	6.94
Engl. Lang. Skills	9	6.25
Others	8	5.56
Psychology	8	5.56
Area Studies	5	3.47
Sociology	5	3.47
Cultural Studies	4	2.78
Political Science	4	2.78
Fine Arts	3	2.08
Public Admin.	3	2.08

Companies responding to one or more items: 144

Kendall's Coefficient of Concordance between above rankings and Export Management Companies: .8422

Figure Eight: Fortune 500 Ratings of College Majors Best Combined with Language Skills

Categories Marked	Number	Percent
Marketing/Sales	117	74.05
Business Adm./Mgt.	81	51.27
Secretarial Skills	60	37.97
International Rel.	47	29.75
Accounting	41	25.95
Finance	37	23.42
Engineering	34	21.52
Engl. Lang. Skills	27	17.09
Economics	26	16.46
Public Relations	24	15.19
Others	21	13.29
Clerical Skills	21	13.29
Communications	20	12.66
Advertising	15	9.49
Cultural Studies	14	8.86
Area Studies	11	6.96
Law	11	6.96
Psychology	11	6.96
Political Science	11	6.96
Sociology	11	6.96
Journalism	8	5.06
Civil Engin.	8	5.06
Fine Arts	4	2.53
Data Processing	4	2.53
Statistics	4	2.53
Library Skills	3	1.90
Public Admin.	1	.63

Companies Responding to one or more items: 158

Kendall's Coefficient of Concordance between above rankings and Fortune 500 companies: .8422

Figure Nine: Export Management Companies' Ratings of College Majors Best Combined with Language Skills